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ABSTRACT

This Texas education resource guide is provided for teachers to plan a character education program which incorporates "Building Good Citizenship for Texas" into the classroom curriculum and schoolwide activities. The guide points out that, to be effective, instruction in character education must be appropriate to the developmental level of the students at the middle school level; for example, the program should focus on an integration of character education, study skills, critical thinking, and decision-making. The guide suggests that certain components of citizenship be highlighted each month, such as: September: honesty; October: responsibility; November: compassion; December: perseverance; January: loyalty; February: justice; March: self-reliance; April: self-discipline; and May: integrity, and that teachers integrate these components into their lessons when appropriate. The guide presents guidelines and details diverse classroom activities for each of these monthly components. It also discusses community involvement and site-based implementation and suggests schoolwide activities. (BT)

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Building Good Citizens for Texas

Character Education Resource Guide

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SO 031 688

Middle School

1996

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Building Good Citizens for Texas

Character Education • Resource Guide

Middle School Activities

1996

STATE OF TEXAS
OFFICE OF THE GOVERNOR

GEORGE W. BUSH
GOVERNOR

Spring 1996

Dear Educator:

Our public schools in Texas must teach our children excellence in a core curriculum of basic subjects: english, math, science, and social science. These subjects will provide the foundation for success in learning and in life.

I also believe we have the responsibility to instill values in our children -- not the values of one faith or religion, but values which have stood the test of time, concepts that were true yesterday and will remain true tomorrow.

The Texas Education Agency's resource guide, "Building Good Citizens for Texas," is valuable. I appreciate the hard work that went into preparing the guide and hope local educators will use it to mold good citizens for Texas.

Sincerely,

GEORGE W. BUSH

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50th Anniversary 1949 1999

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Jim Nelson
Commissioner of Education

January 2000

TO THE EDUCATOR ADDRESSED:

Serving as the Commissioner of Education in Texas provides many opportunities to recommend or endorse existing initiatives which I believe will continue to benefit the children and adolescents of this state. The character education initiative remains a major step to building responsible citizenship in our young people.

In order to be successful, each campus should develop its own character education implementation plan. Instruction in character education is not mandated by the state but is highly encouraged. The commitment developed through district and campus involvement is critical to the success of the project.

As educators, we hope to model good character and promote good citizenship. If we are conscious of the components of good citizenship and deliberately teach them in a planned fashion, we are going to do a better job.

"The Building Good Citizens for Texas – Resource Guide" is provided to districts for review and optional implementation. Professional development and the utilization of the guide continue to be coordinated by local districts and regional education service centers.

Once again, let me remind you that we all have an important role to play in developing the character of our state's young people. Thank you in advance for your commitment to and support of character education in Texas public schools.

Sincerely yours,

Jim Nelson
Commissioner of Education

A MESSAGE FROM THE INSTITUTE ON AMERICAN VALUES

A major concern on the minds of many Americans today is how to build a more highly principled society based on strong character and sound ethical standards. We believe our schools can play a significant role in responding to this concern by providing a strong citizenship and character education program.

To assist schools in implementing such a program, the *Institute on American Values* and various education leaders in Texas have developed a program entitled "Building Good Citizens for Texas." It is based on character and ethical principles of Texas and America which are encompassed in this Teacher's Resource guide.

Early Texas settlers were a people of courage, perseverance, faith, determination, and responsibility. Blending with other cultures over the years, certain truths and standards emerged to identify Texans as a people of fierce loyalty, independence, a strong sense of responsibility and commitment to their families, friends and others. These traits have been passed from generation to generation.

In this program, students are given basic concepts of good citizenship and character to augment academic training. From honesty to self-discipline, these concepts are discussed in ways to give local school boards, teachers, and educators the flexibility to be creative in adding or deleting parts of the resource materials. We recommend that the principles be integrated in social studies or other designated courses.

During the coming years, today's students will become the workers and leaders in our institutions, professions, and businesses. More responsibility will be thrust upon them to make ethical decisions without supervision. This Guide can assist teachers and educators to prepare students in citizenship and strength of character. Many people have contributed to the development of this Guide. Citizens and public officials have offered constructive ideas to assist in creating an interesting as well as effective program.

To assist school leaders in the implementation of a strong citizenship and character education program training for teachers in the 20 educational service centers will be available. We encourage interested local school leaders to send designated teachers to these training sessions.

We wish to extend our appreciation to the Houston Independent School District for sharing their materials and expertise with regard to character education curriculum.

INSTITUTE ON AMERICAN VALUES

Linus Wright, Chairman
Frank Tucker, President

Dear Educator:

Welcome to the "Building Good Citizens for Texas" Education Resource Guide. I am encouraged with your commitment to Character Education. In order to help you to utilize these materials, the following items are important to consider:

- This Education Resource Guide is provided for planning your Character Education Program which incorporates "Building Good Citizens for Texas" into the classroom curriculum and schoolwide activities.

- The teacher activities are options to choose from when planning your lessons.

- Examine this resource guide carefully. It is a valuable planning tool and will be needed for the curriculum integration and implementation of "Building Good Citizens for Texas".

- Do not ignore an activity if a particular content area is not referenced on the activity sheet. The reference to content areas is not intended to limit your choices.

As you read and review the teacher activity options, be encouraged to develop other ways to integrate "Building Good Citizens for Texas" into lessons when appropriate. Your ideas and adaptations will move you toward a creative and caring Character Education Program.

_____
Superintendent Signature

_____
Board President Signature

_____
Board Vice President Signature

Board Membership Signatures

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Building Good Citizens for Texas Resource Guide

• **Honesty**	**September**
• **Responsibility**	**October**
• **Compassion**	**November**
• **Perseverance**	**December**
• **Loyalty**	**January**
• **Justice**	**February**
• **Self-Reliance**	**March**
• **Self-Discipline**	**April**
• **Integrity**	**May**

Suggestions:

* These components of citizenship may be highlighted each month districtwide; however, teachers are encouraged to integrate these components into their lessons when appropriate.

* As you use the guide and develop ideas for activities and projects, please share them with other classroom teachers in your building and in your district.

* In May, a Citizenship Day can be planned to celebrate all of the components of citizenship studied throughout the year.

Overview of Building Good Citizens for Texas Resource Guide

ORGANIZATION:

I. **SYNOPSIS:** Specific components may be addressed on a monthly basis throughout the year.

II. **COMMUNITY INVOLVEMENT:** Information may be sent to parents about activities and experiences that reinforce the monthly citizenship component.

III. **SITE-BASED IMPLEMENTATION AND SCHOOLWIDE ACTIVITIES:** Activities are organized schoolwide that reinforce the citizenship component of the month.

IV. **CLASSROOM GUIDELINES AND SUGGESTED CLASSROOM ACTIVITIES:** Suggested activities and bulletin board ideas can be correlated with activities and resources (films and books, role models, speakers, and civic organizations).

CHARACTER EDUCATION PROGRAM OVERVIEW

To be effective, instruction in character education must be appropriate to the developmental level of the students. At the elementary level, students will be introduced to concepts of personal and social responsibility on a monthly basis. The program focuses on active involvement and demonstration of these concepts so that children learn that these concepts are essential to academic success as well as lifelong success. As the program develops, students will be involved in school and community projects and will work with role models from the community.

At the middle school level, the program will focus on an integration of character education, study skills, critical thinking, and decision-making. At the high school level, the program will focus on civic responsibilities and applications of the concepts of personal and social responsibility. Students will apply these concepts in all content areas in order to prepare themselves for their roles as future decision-makers. The program may also include a community service component in which students perform as supervised volunteers in service organizations within their communities: hospitals, schools, student care centers, and other organizations. This service would provide not only an opportunity for students to learn about the needs of the community, but also to discover the positive influence they can exert.

I. SYNOPSIS OF CITIZENSHIP COMPONENTS BY MONTH

SEPTEMBER	**HONESTY** Through a variety of activities, students will demonstrate trustworthiness, fairness and straightforwardness of conduct in their own character development and interpersonal relationships.
OCTOBER	**RESPONSIBILITY** Students will exhibit moral, legal, and mental accountability for their choices, regardless of pressures to do otherwise.
NOVEMBER	**COMPASSION** Students will demonstrate empathy and respect for others in school, life, and career settings, accepting the right of all people to be treated with courtesy and dignity.
DECEMBER	**PERSEVERANCE** Students will acknowledge the importance of persistence while encountering negative influences, forms of opposition, or discouragement.
JANUARY	**LOYALTY** Students will recognize the need to establish personal and career relationships and select causes based on positive ethical principles for which they can remain true.
FEBRUARY	**JUSTICE** Students will exhibit fair and equitable behavior which is consistent with the laws and principles that govern a democratic society.
MARCH	**SELF-RELIANCE** Students will believe in their own self-worth and learn to rely on their strengths. Students will also demonstrate knowledge of their skills, abilities, and impression on others.
APRIL	**SELF-DISCIPLINE** Through activities, students will demonstrate positive patterns of behavior and the strength of mental and moral courage to accomplish tasks, manage time, and relate effectively with others.
MAY	**INTEGRITY** Students will understand the importance of adherence to a code of conduct necessary for successful performance in the workplace and in their personal lives.

II. COMMUNITY INVOLVEMENT

To be effective, this program must enlist the support of the entire community. Parents must be informed and encouraged to support their children's involvement. The curriculum resource guides include monthly letters to parents that identify the citizenship component under study that month and suggest activities for the family that reinforce that citizenship component. The character education program and these letters might best be introduced at the School Open House so that parents may ask questions about the program. Parents should be made aware that this program focuses on citizenship, but does not advocate a particular system of beliefs. The monthly letters might be distributed at monthly PTA/PTO meetings or sent home with the school's monthly communiqué.

Representatives from all segments of the community should be encouraged to participate in the school's community involvement programs. Community representatives should come into the schools to talk with and work with young people, to describe their own careers and the decisions that affected them, and to help students understand what is required to prepare themselves for the opportunities available to them. Through Volunteers-in-Public Schools (VIPS), employers in both the public and private sectors will be encouraged to allow their employees to get involved through volunteer work at their children's schools or through company-sponsored adopt-a-school programs. Retired professionals should be encouraged to share their time and their expertise with the students of this community.

A statewide public information campaign will be ongoing. When principals share their successes, periodic reports on the exemplary practices and successes of the program can be shared with the public. This will not only inform, it will also reward and sustain the enthusiasm of the participants at each school.

III. SITE-BASED IMPLEMENTATION AND SUGGESTED SCHOOLWIDE ACTIVITIES

To be successful, each campus should develop its own character education implementation plan. Instruction in character education is not mandated by the state, but is highly encouraged. The commitment developed through district and campus involvement is critical to the success of the project, particularly at the secondary level. The teachers and administrators who teach character education should model it daily for their students. This will create a socially responsible community that reflects the concepts our students are to demonstrate.

DISTRICT SUPPORT

The *Building Good Citizens for Texas Resource Guide* is endorsed by Governor George W. Bush, Commissioner of Education Mike Moses and sponsored by the Institute on American Values. This program, if adopted by the local district, will be coordinated and supported by local district resources. Training and support activities are available to districts, provided by program sponsors.

EVALUATION

This program will be evaluated in regard to its effects on student achievement, student attendance, involvement in student activities, discipline problems and other indicators of personal, social, and civic responsibility as coordinated by local district staff.

SUGGESTED SCHOOLWIDE ACTIVITIES

To integrate character education into the life of the school, activities should be implemented schoolwide as well as in individual classrooms. The climate of the school reflects the citizenship that is modeled and honored by both students and adults. The suggestions are intended to stimulate ideas as the staff members on each campus plan their character education program.

- Art display
- Awards assemblies—monthly, quarterly, yearly; including incentives from local businesses
- Breakfast or lunch with the principal
- Buddy system and orientation for new students
- Buddy system for mainstreamed students
- Bulletin board decorated by students in a class or grade to reflect monthly citizenship component
- Bumper stickers
- Canned food drives; Toys for Tots; Christmas or holiday baskets
- "Caught Being Good"
- Cultural arts assemblies
- Communication via PTA newsletter
- Door decoration contests—based on a citizenship theme
- Environmental study or task force programs
- Essay contests; other writing activities on being an American
- Guest speakers from the community on citizenship and ethics
- "Hall of Fame" for Good Citizens
- Honor Roll for pupils demonstrating citizenship component of the month
- International Day
- Literary magazine
- News features enhancing positive image of teachers and other staff members

- New teacher seminar
- Peer tutors/ mentors/ counselors
- Perfect attendance recognition—individual students, homeroom sections
- Principal's Honor Roll (based on academics, citizenship, skill development)
- Reading lists and read-a-thons
- Recognition of teachers—flowers, candy, certificates, services
- School/community service projects
- School spirit committee/activities
- School spirit days—school colors, twins day, dress-up
- Self-concept enhancement through curriculum as well as student recognition programs
- Showcases/displays related to citizenship components
- Student advocate or mentor program
- Unsung Hero Awards
- "Way To Go" slips

School administrators are urged to share the schoolwide programs developed by their staff that are effective with other schools in their district and with the district at large.

IV. CLASSROOM GUIDELINES AND SUGGESTED CLASSROOM ACTIVITIES

- Flexibility is a key element of this curriculum. Feel free to modify or adapt the lessons to meet community, school or classroom needs.

- Character education can be reinforced by teachers, nurses, principals, librarians, counselors, aides, parent volunteers, and specialists.

- Collaboration among teachers is encouraged for both planning and teaching the lessons.

- Infuse citizenship components into lessons.

- Take advantage of daily opportunities in the classroom to discuss the citizenship components of character education. The curriculum is not confined to the activities listed. Teachers are encouraged to create new activities.

- Try to vary the methods used, incorporating a balance of large and small group discussions, and hands-on activities.

- Allow time at the conclusion of lessons to "process" or reflect on the activities. Processing allows the students time to think and verbalize for themselves what their experiences felt like and what they learned as a result of their participation. Processing can help students make connections between their experience and its application in their lives. Making these connections and stating them increases the retention of learning.

- Communicate with parents about the activities you are teaching in your classroom. A sample letter is found in each section. It suggests activities that the parents can do at home pertaining to character education.

- Refer to the list of resources for suggested readings and films.

Remember—We teach more by what we do than by what we say. Experiences gained in a positive, motivating atmosphere produce lasting, positive effects on the students.

SETTING THE CLIMATE AND TONE

To foster active participation and facilitate interaction during the character education lessons, it is a good idea to establish "ground rules" with your students. Here are a few suggestions:

- Raise Your Hand
  Waiting to be called on gives all students time to think.
  Taking turns offers everyone an opportunity to participate.
  We respect each other by listening and taking turns.

- I Know Somebody Who. . .
  Using "Somebody Who" allows students to maintain privacy.
  This may avoid embarrassment during the group discussion.

- Everyone Has A Right To Share
  All ideas are okay.
  There are no right or wrong answers to open questions.
  We respect the rights of others to tell their feelings and opinions.

- It's All Right To Argue For The Opposite Point of View
  Considering all points of view helps students think through the issue.
  Taking the other side encourages students to talk about alternative strategies.

- It's Okay To "Pass"
  If a student does not want to respond to a question, he may just say, "pass."
- Listen To Others When They Talk
  Listening shows respect for the speaker.
  Listening takes effort, but gets easier with practice.

- Give Put-ups Only -- (No Put-Downs)
  A put-down is name calling, teasing, making faces, or any behavior that hurts a person's feelings.

TAKE A RISK – This is not a rule, but it is a suggestion. In Character Education, a risk is being willing to share your thoughts and feelings with others. We want to learn to care about each other's feelings when they share them with the group.

TEACHER TIPS ON MANAGEMENT

Keep the ground rules chart, discussed in Setting the Climate and Tone, posted and visible. Before beginning each session, briefly review and discuss the rules listed. Remind students of the importance of following the rules to avoid negative and hurt feelings. The goal is to maintain a positive, nonthreatening atmosphere in which ideas and experiences can be freely shared.

GROUPING FORMATS AND CLASSROOM ARRANGEMENTS

Use varied groupings or classroom arrangements for each session. Depending on the type of activity selected, the arrangement of the students or chairs contributes to an environment conducive to positive student interaction. Create a space to form a circle, if possible.

Role-playing and simulations can be conducted to provide opportunities for students to assume roles and practice skills in real-life situations. This format provides a secure environment for students to attempt to develop problem-solving and decision-making strategies without the inhibition of real-life consequences. Carefully structure the role-playing activity to maximize its effectiveness. Consider the following:

- Decide whether you want to structure and develop the scenario or have the students create and develop the scenario based on a given citizenship component.

- Choose situations that are appropriate to the citizenship component or lesson being taught.

- Invite students to choose a role or select students for the specific roles of the scenario.

CLASSROOM ENVIRONMENT

It is important for students to feel a sense of trust when sharing their personal ideas and feelings. The classroom environment is crucial in establishing a sense of safety, trust, and support to foster and promote a nonthreatening and nonjudgmental atmosphere to encourage student participation. During the discussion sessions, emphasize the positive. Encourage good listening by having students repeat or "mirror" what is said by the other students.

For students who are quiet or shy, provide encouragement and allow them to participate when they feel comfortable with the task. Some students may not feel comfortable expressing their own ideas, but they may be willing to participate by "mirroring" or retelling or restating ideas or feelings that have been expressed by others. It is important that the students not feel threatened during the sessions.

GUIDELINES FOR ASKING QUESTIONS

Students learn early to listen and respond to cues given by their teachers. The way in which a teacher introduces a discussion, asks a question, responds to an answer, will provide clues to the students of the response expected. Consider the following suggestions for encouraging thoughtful and honest discussions:

- Start with questions that require students to draw upon the information, concepts, thoughts and experiences in their past. Their responses will tell you whether the students have the needed background and resources to respond to the questions you wish to pose. Using their responses, prompt the students to process that data such as the following: determine cause and effect relationships, summarize, analyze, synthesize, and compare/contrast.

- Facilitate sharing by reminding students of the ground rules to be followed, modeling active listening and modeling positive responses.

- Discuss the concept of "wait time for thinking" with the students. Explain that this gives all students time to consider the question before anyone responds.

- Encourage students to ask questions as well as respond to your questions. Foster true discussions by stepping out of the leader role and allowing students to engage in interaction with one another.

- Accept solutions offered as plausible and worthy of further discussion. This will encourage students to take the risk of developing and sharing their own ideas and solutions.

- As needed, guide the discussion to probe all points of view.

- Conclude by helping students consider what they have learned. After the discussion, have the students reflect on what was said and learned. This can be done orally or in writing and can be shared or kept private.

- If a student brings up a topic that may be embarrassing to you or to the other students, note the comment and immediately move to another topic or question. Avoid appearing shocked as the students will take their cue from your reaction. Later, talk to the student privately about the comment or question so that the student will understand that some topics are better discussed in private than in public. If the student has a serious problem, contact the school counselor or the principal and arrange a conference.

- Attempt to come to a conclusion in discussions of individual citizenship components as to what is right or wrong.

MIDDLE SCHOOL ACTIVITIES

HONESTY
(Your Choice)

"The most important person to be honest with is yourself."

RESOURCES NEEDED: Chart paper and markers

DESCRIPTION OF ACTIVITY:
Have the students discuss honesty. When is it tempting to cheat? Discuss the different reasons why students might find it difficult to be honest. What are the effects of dishonesty? How do they feel about a classmate or friend who has been dishonest? Whom does cheating hurt the most? Why do students cheat in school? Why is honesty with parents important? Do you gain by cheating?

Have the students get into small groups of four or five. Ask them to brainstorm ways to promote honesty in class. Encourage them to come to a consensus and record their conclusions on the chart paper you have provided. A reporter from each group is to share the group's conclusions with the rest of the class.

SUGGESTED APPLICATIONS:
Have the students conduct a survey around the school on the way people feel about honesty. Let the students decide on the questions they want in the survey. You may want to limit the questions (2-4). The students must also decide on the subjects; information needed to identify the data, i.e., age range, sex, title, etc. Have the students record the final data on charts, graphs, diagrams, etc. Students can also figure out the percentage of people's opinions on specific questions.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Justice, Responsibility

TAAS:
Math: Objective 5, Objective 11, Objective 12
Social Studies: Objective 7
Writing: Objective 1, Objective 5, Objective 6, Objective 7

HONESTY/TRUST
(Trusting Others)

"Trust is the only glue that can hold the world together."

DESCRIPTION OF ACTIVITY:
Discuss with students the importance of trust in relationships. Point out that all groups - communities, schools, families, etc. - function smoothly only when members are able to depend on each other to act honestly and responsibly. Ask them what would happen if an airline pilot, government leader, classmate, etc., were not trustworthy. Have students complete the following statements indicating what could happen when a person is trusted by those who depend on him.

1. Because a pharmacist filled a prescription, a sick child

---

2. When the teacher was not accurate, a student

---

3. Because a government official did not budget his expenses carefully,

---

4. As a result of a policeman's thoughtful action, a young man

---

5. Because a parent spent grocery money on drugs, a young child

---

6. When each member of the band practices his part, the concert

---

Add other statements which include students' responsibilities, as well as ones about adults. Share their responses in general discussion.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Self-Discipline, Integrity

TAAS:
Social Studies: Objective 10
Writing: Objective 5, Objective 6, Objective 7

HONESTY
(Public Figures)

"The truth may hurt, but a lie is agony."

RESOURCES NEEDED: Periodicals and journals

DESCRIPTION OF ACTIVITY:
Have the students briefly discuss instances when dishonesty was displayed by public figures, i.e., Watergate, savings & loans scandal, former Secretary of Defense Robert McNamara lying about Viet Nam War, Jimmy Swaggart, Marion Barry, etc. How do they feel about the individuals involved? What were the short and long term consequences of their actions? How did the media portray these people?

Assign different cases to different groups. Have them research their case and report back to the whole class.

SUGGESTED APPLICATIONS:
Brainstorm conflict between reporting actual observations and making observations to fit your hypothesis. (Inferences)

Brainstorm ideas on what the world would be like if everybody were honest. Have the students write an essay expounding on that idea.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Trust, Justice, Responsibility

TAAS:
Writing: Objective 1, Objective 3, Objective 5, Objective 6, Objective 7

HONESTY
(Deceptive Advertising)

"Honesty is one business that will never have to be changed to keep up with the times."

RESOURCES NEEDED: Newspaper, magazines, glue, scissors

DESCRIPTION OF ACTIVITY:
Teacher will flip through a magazine or newspaper and find a cigarette or alcohol ad. Ask the students to analyze the print and the person posing for the ad. Discuss the following:

1. Has the print been set to affect the public?
2. Does the ad intend to influence a certain group?
3. Do students think the person in the ad is being honest about personal use or beliefs he or she might have?

SUGGESTED APPLICATIONS:
Have the students conduct a school poll of people's opinions of different ads. They may include questions such as: Do you like the ad? Why? Do you dislike the ad? Why? Ask the students to present this information using graphs, diagrams, percentages, etc.

Have students research the latest findings on the effects of drug and alcohol. Discuss why deceptive advertising is still effective in spite of the fact that the public is better informed than ever.

Have each student find different ads from magazines and newspapers to clip and create a collage. Ask them to evaluate their ads and how honest the ads are and report to the class.

Students are to take snap shots of bill boards and other ads depicting misleading advertisement around the city. Have them label the pictures with the location of the ad. Ask them to see if certain ads are found in specific areas of town.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Trust, Justice, Self-Discipline

TAAS:
Math: Objective 1, Objective 12
Reading: Objective 5, Objective 6
Social Studies: Objective 7, Objective 8, Objective 9, Objective 10

PARENT AND HOME EXTENSION ACTIVITIES

Dear Parents,

An instructional program focusing on Character Education will begin in our school district this year. A particular citizenship component has been selected for each month of the school year.

This month your child will be discussing Honesty. Through a variety of activities your child will demonstrate trustworthiness, fairness, and straightforwardness of conduct in their own character development and interpersonal relationships.

Listed below are activities which will reinforce honesty and will offer opportunities for you to become involved in your child's education.

- Praise your children each time they exhibit honesty.
- Discuss the importance of being honest at home. Your children should also discuss the consequences of being honest and dishonest.
- Incidents from the newspaper and television can be used to discuss the importance of being honest.
- Use events that occur in the family to point out the importance of being honest.
- As you and your children watch television and read, identify the characters that exhibit traits of honesty and ones who are dishonest.

Your cooperation in this effort is greatly appreciated.

RESPONSIBILITY
(Making a Difference)

"Commitment and success are the results of a strong will. Failure and apathy are the results of a strong won 't."

RESOURCES NEEDED: Blackboard or chart paper and maker

DESCRIPTION OF ACTIVITY:
Ask students what responsibility means. Discuss individuals who have changed circumstances because they were responsible for a cause or idea.

Examples:

Florence Nightingale	Changed nursing conditions on battlefield
Mother Teresa	Committed to helping the poor
Walt Disney	Committed to providing clean, family-style entertainment
President George Bush	The Americans with Disabilities Act
President John F. Kennedy	Creating the Peace Corps

Texas Examples:

Lady Bird Johnson	Responsible for the development of National Wildflower Research Center and environmental protection of Texas roads and highways
Barbara Jordan	Responsible commitment to Texas education and government
Stephen F. Austin	Responsible for colonizing Texas and working with the Mexican government to improve conditions for the settlers
Alan Shepard	First American astronaut in space
Dwight D. Eisenhower	A native born Texan who became a great general in World War II and later the 34th president of the United States

Let groups brainstorm people they admire whose responsibility has made a difference.

SUGGESTED APPLICATIONS:
Have students research and report on someone whose responsibility made an impact on the history of U.S., Texas, or the World.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Loyalty, Self-Discipline, Compassion

TAAS:
Reading: Objective 3, Objective 5, Objective 6

RESPONSIBILITY
(Decision-Making)

"It does not take much strength to do things, but it requires great strength to decide on what to do."

DESCRIPTION OF ACTIVITY:
Ask students: What is a decision? How many decisions do you make a day? Some decisions are made for us, i.e. The school board decided what time you should be here this morning. Other decisions we are responsible for making, i.e. Whether or not to set your alarm and to get up when it rings.

On the board: Make a chart similar to below.

AGES	DECISIONS	WHO MAKES THEM
1 - 5		
6 - 12		
13 - 17		
17 - 25		

Ask students to brainstorm decisions appropriate for each age group and who will make them.

Discussion Questions:
As we age is there a need to become more responsible in our decision making? What kinds of decisions are you accepting responsibility for now (choosing nourishing food, chemical use, exercise, and studying)? Why can only you make these decisions and carry them out? Do some decisions we make today have more of a long term effect on our lives?

Carry the students through the steps of the decision making process:
1. State the problem
2. Consider your choices
3. Consider your consequences
4. Consider your beliefs
5. Consider your feelings
6. Ask for help
7. Gather more information
8. Decide and act
9. Evaluate our decision

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Self-Discipline, Loyalty, Integrity

TAAS:
Social Studies: Objective 1, Objective 9, Objective 10

RESPONSIBILITY
(Group Responsibility)

"What we do for ourselves dies with us, what we do for our community lives long after we are gone."

DESCRIPTION OF ACTIVITY:
Discuss and brainstorm activities that the class can be responsible for in their school or community.

Examples:
1. Organize a weekend neighborhood clean up.
2. Collect and sell old newspapers or aluminum cans. Money raised could be used for a worthy cause or donated to a charity.
3. Strive to improve class attendance record.
4. Visit patients in a nursing home or children's hospital.
5. Start a Character Education group to encourage the practice of sound ethical principles.

SUGGESTED APPLICATIONS:
Write an essay convincing people to be responsible in helping save our planet.

Write an essay pretending that it is the year 2010 and describe how we are dealing with the problems of world hunger, the elderly, the homeless, the drug addicts, pollution, etc. Explain how various responsible commitments made earlier in time helped save the planet.

Discuss ways your forefathers and mothers were responsible for building a strong America and defending it from enemies.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Self-Discipline, Self-Reliance, Compassion

TAAS:
Math: Objective 11, Objective 12
Social Studies: Objective 5
Writing: Objective 1, Objective 2, Objective 3, Objective 4

PARENT AND HOME EXTENSION ACTIVITIES

Dear Parents,

During the month of October the students will discuss Responsibility. The students will exhibit moral, legal, and mental accountability for their choices, regardless of pressure to do otherwise.

Listed below are suggested activities which you can do at home to reinforce those your children are doing in the classroom.

- Discuss the importance of responsibility and identify various responsibilities that the members of the family have and how they meet them.

- Demonstrate family responsibility by volunteering in the community - help an elderly neighbor, volunteer at a food bank, etc. Set an example for your child by following through with this responsibility.

- Highlight responsible individuals noted in the newspaper or television. Discuss with your child the steps these people took to meet their responsibilities.

- Volunteer your time and expertise to the teachers and the principal. Join the PTA.

We appreciate your continued involvement in your child's education.

COMPASSION/RESPECT
(Behavior)

"The respect that you show to others is often a reflection of how you feel about yourself."

DESCRIPTION OF ACTIVITY:
Brainstorm respectful and disrespectful behavior and cite examples. Divide class into small groups. Give each group one of the following situations and ask them to create and portray a skit for the class, showing both a respectful and disrespectful way to handle their particular situation.

* A friend asks you to spend the night and you ask your parents for permission to do so.
* You want to stay out later than usual.
* You want your brother to help you with your math problems.
* You want an expensive pair of tennis shoes.
* You want to go to the park and your friends don't.

Closure: Discuss the possible consequences resulting from disrespectful behavior and/or respectful behavior. Explain the importance of knowing that a person never gets everything he/she wants, but that he/she will be more successful when he/she behaves respectfully.

SUGGESTED APPLICATIONS:
Have students write a skit using the scenarios.

Respectful behavior by students toward animal and plant life is applicable in all areas. It is especially useful in environment issues.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Loyalty, Self-Discipline, Self-Reliance

TAAS:
Reading: Objective 4
Social Studies: Objective 8

COMPASSION
(Interviews)

"Respect can never be purchased, but it can be earned."

DESCRIPTION OF ACTIVITY:
Have students carefully select and interview someone that shows compassion and respect for others. It may be a teacher, someone on the school staff, another student, someone in their family, or someone in the community.

Following the interview, instruct students to write a paper about that special person. The papers should answer the following questions:

1. What has this person done to show compassion for others?
2. What has this person done to influence other peoples' lives?
3. What did you most admire about this person?
4. Why did you choose this person?
5. What things do you have in common with this person?
6. What is one special thing about this person that you will never forget?
7. Why do you respect this person?

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Self-Discipline

TAAS:
Social Studies: Objective 10
Writing: Objective 1, Objective 2, Objective 3, Objective 4, Objective 5, Objective 6, Objective 7

COMPASSION
(Compassion for Elders)

"Respect is a language which the deaf can hear and the blind can read."

DESCRIPTION OF ACTIVITY:
Have students select an older person they know and respect. Ask students to share why they respect that person. Discuss and list various ways that they might be able to enhance the life of an older person in their community or someone in a nursing or retirement home. Ask each student to select one activity from the list. (**Examples:** Write letters to someone in nursing home, help elderly neighbor clean out flower beds, offer to set garbage out each week, etc.)

Have the students keep a journal of things they have done over a period of six weeks. What did they learn about the elderly? How did the student feel while doing the activities? Did the student notice any change in the elderly person after communicating with them over a period of time? Does the student feel differently toward senior citizens following the completion of project?

The entire class could do a special project for a nursing home. **Example:** Make a banner or poster and send it on a holiday or a special occasion. Put together a talent show or a Sing-a-Long to perform at the nursing home.

SUGGESTED APPLICATIONS:
Using notes from their journal the students can write a summary report about their project and share with the class.

Students could volunteer to help plant a garden or, if they are working with a nursing or retirement home occupant, they could bring them flowers or plants they are growing.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Self-Reliance, Self-Discipline

TAAS:
Reading: Objective 4
Writing: Objective 1, Objective 2, Objective 3, Objective 4

COMPASSION/RESPECT
(Attitudes)

"In order to get respect, you must first give respect."

DESCRIPTION OF ACTIVITY:
Discuss the saying, "In order to get respect, you must first give respect." Discuss how a person's attitude can affect whether a person gains respect from others. List examples of how someone's behavior reflects his or her attitude about a situation.

Divide students into small groups. Ask the groups to brainstorm the following situations that describe a certain attitude and how they respond to that attitude.

Examples:
1. "Nobody-likes-me" attitude
2. "You-can't-make-me-do-it" attitude
3. " Sneaky" attitude
4. "Nothing-ever-works-for-me" attitude.
5. " I'm cool" attitude

Assign each group one of the attitudes listed above and have them write a short skit to perform for the class.

SUGGESTED APPLICATIONS:
Ask students to write about a time in which their attitude kept them from succeeding or even trying to succeed. Explain how they were able to change or might be able to change that attitude.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Commitment, Self-Discipline, Justice

TAAS:
Writing: Objective 1, Objective 2, Objective 3, Objective 4

PARENT AND HOME EXTENSION ACTIVITIES

Dear Parents,

This month Character Education will focus on developing and demonstrating Compassion. Your child will demonstrate empathy and respect for others in school, life, and career settings, accepting the right of all people to be treated with courtesy and dignity. The students will become aware of the similarities and differences among their classmates and discuss the importance of having compassion for individual differences. They will also discuss respect for property, symbols of cultures and countries, authority, and free expression of ideas.

Listed below are activities which will reinforce the classroom instruction and will offer opportunities for you to become involved in your child's education.

- Discuss family history, traditions, and customs. Identify how your family is similar and different from other families.
- Discuss with the children why they should respect other people and their property.
- Discuss ways the members of the family show compassion for one another. Have the children explain how they feel when someone does not show respect for them or their property.
- Develop family rules which encourage compassion and respect for others and their property.
- Demonstrate how your children can respect their property and the property of others. Praise them when they take care of their belongings.
- Discuss current events and let your children observe that family members can respect each others' differing ideas on a subject.
- Discuss authority figures with your children so that they understand that we respect people in certain roles or positions and expect them to uphold the responsibilities that go with those positions.
- Point out symbols of our culture and our country that we respect, such as the flag, service club insignias, the pledge of allegiance, etc.

Your cooperation in this effort is greatly appreciated.

PERSEVERANCE
(Life Line)

"Once you can rely on yourself you'll have a friend for life."

DESCRIPTION OF ACTIVITY:
Have students create a life line to reflect the high and low points they have experienced. Have the students share their life lines in small groups of 3 or 4 by telling how they persevered to get through those high and low points. After the discussion, have them finish the life lines by predicting future experiences they would like to have in their life span.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Self-Discipline, Responsibility

TAAS:
Reading: Objective 4

PERSEVERANCE
(Accomplishments)

"You are never truly successful until you can help yourself."

DESCRIPTION OF ACTIVITY:
Brainstorm accomplishments in the students' lives that they were able to achieve by persevering such as: making the honor roll, getting a part time job, making the varsity squad, learning how to play a musical instrument, etc. Also discuss character traits needed for perseverance (ex: initiative, responsibility, commitment, awareness of strengths and weaknesses).

SUGGESTED APPLICATIONS:
Have the student research people who have made their mark on the world even though they have had to overcome tremendous odds.

Ask the students to design their vitae which states their accomplishments through persevering.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Self-Discipline, Self-Reliance

TAAS:
Reading: Objective 2, Objective 5
Writing: Objective 1, Objective 2, Objective 3, Objective 4, Objective 7

PERSEVERANCE
(Junk Mail)

"You have to dig through a lot of dirt to get to the gold."

RESOURCES NEEDED: Samples of junk mail

DESCRIPTION OF ACTIVITY:
Write the following statement on the board: "There ain't no free lunch" - Mort Freidberg. Have students share their ideas about what this means. Lead the students into a discussion about getting something for nothing and the importance of relying on common sense in order to persevere. Divide the students into small groups of 4 or 5 and give each group a piece of junk mail that promises prizes or money for nothing. Have each group determine whether or not the mail is legitimate and what they actually must do in order to receive their free prize. Allow the groups to share their findings with the class.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Self-Discipline

TAAS:
Reading: Objective 6

PARENT AND HOME EXTENSION ACTIVITIES

Dear Parents,

During this month your child will discuss Perseverance. Your child will acknowledge the importance of persistence while encountering negative influences, forms of opposition, or discouragement. Our goal is to enable your child to gain confidence while overcoming obstacles in order to achieve goals.

We hope that you will take the time to discuss the importance of perseverance with your child. Listed below are suggestions for helping your child develop perseverance:

- Praise your child for taking responsibility in completing chores or completing homework before TV or other leisure activities.

- Provide opportunities for your child to exhibit perseverance by assigning a task and allowing your child to use his or her own ingenuity and creativity in getting the job done.

- Provide opportunities for your child to learn how you think through decisions and how you tackle problems and challenges. Model, by thinking aloud, the steps you take when making decisions.

- When viewing a movie or television show, call attention to ways characters within the show display perseverance. Explain how perseverance enables the character to achieve a goal or overcome an obstacle.

We appreciate your cooperation in this program.

LOYALTY
(School Spirit)

"Nothing great was ever achieved without enthusiasm."

DESCRIPTION OF ACTIVITY:
Students will have a school contest writing cheers that show loyalty to their schools. Contest may either be by grade level, homeroom, or by class groups. The school or class could have a "pep rally" to show school spirit and loyalty for their teams.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Self-Reliance, Responsibility

TAAS:
Writing: Objective 5

LOYALTY
(Write an Editorial)

"Your loyalty is a great gift. You must be very careful in deciding who receives it."

RESOURCES NEEDED: Paper, computers, typewriters

DESCRIPTION OF ACTIVITY:
Have students brainstorm what loyalty means to them. Students will write a newspaper editorial calling for people to be loyal to family, school, community, peers, clubs, church, country, etc.

Include in the article reasons for loyalty to the group and ways people can demonstrate their loyalty to the group.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Responsibility, Self-Reliance

TAAS:
Writing: Objective 1, Objective 2, Objective 3, Objective 4

LOYALTY
(Global Loyalty)

"Every great person has first learned how to be loyal and to which cause he should be loyal."

RESOURCES NEEDED: History/Literature Textbooks

DESCRIPTION OF ACTIVITY:
Brainstorm with students the definition of loyalty. Then discuss the difficulty in determining where loyalty lies when one government is being replaced by another. After reading selections on the American or Texan Revolutions from state-adopted textbooks, students will write an essay on loyalty describing what stance they would have taken during that era and why.

Other possible discussions on loyalty could center on current issues such as rise of nationalism in Eastern Bloc countries, jobs, and ecology.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Perseverance, Self-Discipline, Justice

TAAS:
Reading: Objective 2, Objective 4
Social Studies: Objective 1, Objective 3, Objective 5
Writing: Objective 1, Objective 2, Objective 3, Objective 4

PARENT AND HOME EXTENSION ACTIVITIES

Dear Parents,

The theme for this month focuses on Loyalty to self, family, friends, school, and country. Students will recognize the need to establish personal and career relationships and select causes based on positive ethical principles for which they can remain true.

Your continued support and participation will enable your child to gain a broader understanding of how relationships are strengthened by loyalty. Listed below are several suggestions which will reaffirm your family's beliefs as they relate to loyalty:

- Explain what loyalty means to you and your family. Talk about why it is important for family members to be loyal to one another.
- Have your child identify a person to whom they should feel loyal and explain why.
- Identify reasons why you feel loyalty is an important quality and explain why.
- Point out examples of loyalty that are portrayed by characters in various types of printed materials or other forms of media.

We appreciate your involvement in your child's education.

JUSTICE
(Political Compacts)

"Laws like clothes, should be made to fit the people they are meant to serve."

DESCRIPTION OF ACTIVITY:
Have students divide in groups of five or six and pretend that they are the leaders of a new settlement on the frontier. What laws would they initiate to create a safe, smoothly functioning community?

Ask them to enumerate the needs of the settlement first, and have them recognize that good laws are those which can be realistically enforced. It may be prudent to limit the number of laws each group can write. This would encourage the students to write in carefully chosen language.

SUGGESTED APPLICATIONS:
Review the importance of precision in language.

Exemplify the problems faced during the westward expansion, colonialism, the settlement of Texas, etc.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Loyalty, Self-Reliance

TAAS:
Social Studies: Objective 4, Objective 5
Writing: Objective 5, Objective 6, Objective 7

JUSTICE
(Debate)

"Where law ends, tyranny begins."

RESOURCES NEEDED: Newspapers, information on pending legislation from League of Women Voters, etc., addresses of Congressmen and Legislators (Library)

DESCRIPTION OF ACTIVITY:
To encourage students' interest in the law making process, have them clip articles related either to bills currently being discussed in Congress or the Legislature or to issues which may need to be controlled through the law. Have students write letters to their representatives giving their opinions about necessary legislation.

SUGGESTED ACTIVITIES:
Relate justice issues to medical ethics, health and safety procedures, or ecological processes.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Loyalty, Honesty, Integrity

TAAS:
Reading: Objective 1, Objective 2, Objective 5
Writing: Objective 1, Objective 2, Objective 3, Objective 4

JUSTICE
(Mock Trial)

"No one should judge another person by listening only to what his enemies have to say."

DESCRIPTION OF ACTIVITY:
Have students set up a mock trial of a character from a myth or from a selection from the literature book. An alternative would be to try a character from history. Have the character prosecuted from a perspective which is unlike the way students are accustomed to viewing him. For example, Paul Revere could be tried by a British court for treason. Allow "lawyers" time to formulate their cases, perhaps setting up legal teams of several students.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Loyalty, Responsibility, Integrity

TAAS:
Social Studies: Objective 1, Objective 8, Objective 9, Objective 10

JUSTICE
(Civil Disobedience)

"Under a government which imprisons any unjustly, the true place for a just man is also a prison." Thoreau

RESOURCES NEEDED: Henry David Thoreau's "Civil Disobedience"

DESCRIPTION OF ACTIVITY:
Read the central part of Thoreau's essay which describes his refusal to pay his tax and his subsequent imprisonment for a night. Ask students if they can think of instances in more recent times when people have practiced civil disobedience. Examples might include the following:

1. All Danes - including Danish King - wore yellow Stars of David when Nazis invaded Denmark and announced that Jews must identify themselves in that way.

2. Gandhi used civil disobedience to liberate India.

3. Martin Luther King, Jr. preached and practiced civil disobedience to gain equal rights for all people.

4. Early Americans refused to pay taxes - Boston Tea Party.

SUGGESTED APPLICATIONS:
Have students interview people representing a variety of age groups. Ask them if there is a principle or ideal for which they would be willing to go to jail. Discuss results of their interviews.

Debate:
1. The validity of using civil disobedience to change law
2. Whether civil disobedience is an effective alternative in all cases.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Loyalty, Integrity, Honesty

TAAS:
Reading: Objective 2, Objective 4, Objective 5, Objective 6
Social Studies: Objective 1, Objective 6

PARENT AND HOME EXTENSION ACTIVITIES

Dear Parents,

The theme for Character Education this month will be Justice. The students will exhibit fair and equitable behavior which is consistent with the laws and principles that govern a democratic society.

Listed below are suggestions which will reinforce the activities in the classroom and will offer opportunities for you to become involved in your child's education.

- Have your child identify instances of just and unjust punishments for infractions of home rules. This may be a good time to explain to him/her that some rules are more important than others. Consequences may vary based on the importance of the rule and the severity of punishment for breaking that rule.

- Discuss current events involving justice. Explain why certain events have occurred.

- Share strategies which you have used in dealing with unjust situations.

- Discuss appropriate and inappropriate solutions for dealing with injustice.

Your cooperation in this effort is greatly appreciated.

SELF-RELIANCE
(Feelings)

"If I accept sunshine and warmth, then I must also accept the thunder and lightning."

RESOURCES NEEDED: Feelings Words Activity Sheet

DESCRIPTION OF ACTIVITY:
Put the following words across the board: Angry, Sad, Happy, Embarrassed, and Afraid. Have the students brainstorm synonyms and list them under the appropriate category. Discuss that words with the same meanings can have different intensities. The same situation can make two people feel differently. Cut up the list of "feeling words" and put them into a container. Divide the class into groups instructing each student to choose a word from the container. In the groups allow the students to discuss a time when they felt that way and how their actions were fueled by those feelings. Remind the students we have a right to our feelings. It is the behavior that gets us into trouble.

SUGGESTED APPLICATION:
Interpret literature in terms of what the character was feeling and how this affected his behavior.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Trust, Loyalty

TAAS:
Reading: Objective 1, Objective 5

FEELING WORDS ACTIVITY SHEET

ANGRY	SAD	GLAD
MAD	MELANCHOLY	HAPPY
ENRAGED	SORROWFUL	CHEERFUL
IRRITATED	DEPRESSED	DELIGHTED
UPSET	BUMMED-OUT (TO THE MAX)	PLEASED
DISPLEASED	UNHAPPY	JOYFUL
BURNED-UP	BLUE	GRATIFIED
IRATE	MISERABLE	ECSTATIC
FURIOUS	TEARFUL	SATISFIED
ATTACKED	LONELY	FEELING GOOD
HATEFUL	DOWN	EXCITED

AFRAID	EMBARRASSED
SCARED	EMBARRASSED
FRIGHTENED	REMORSEFUL
TERRIFIED	GUILTY
FEARFUL	DISGRACED
APPREHENSIVE	MORTIFIED
ANXIOUS	SELF-CONSCIOUS
THREATENED	SILLY
PETRIFIED	STUPID
NERVOUS	DUMB
CONCERNED	NAIVE

SELF-RELIANCE

"Variety's the very spice of life that gives it all its flavor."

DESCRIPTION OF ACTIVITY:
Self-reliance and self-worth are fostered when students see themselves as part of a respected group. Poll students to see which cultural groups are represented in a class. Many students may represent more than one culture. Encourage students to recognize that the strength of our nation lies in the diversity of its people. Discuss how different cultures have contributed to the richness of America. What kinds of music, architecture, cuisine, dance, etc., are part of our life as a result of the many waves of immigration? Examine trends over the last decade and discuss how those trends have impacted our culture.

SUGGESTED APPLICATIONS:
Discuss how cultural borrowing has influenced America.

Ask students to report on a tradition, idea, food, etc., that is distinctive to their culture.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Compassion, Loyalty

TAAS:
Reading: Objective 5
Social Studies: Objective 5, Objective 6

SELF-RELIANCE
(Labeling)

"You must look into people, as well as at them."

RESOURCES NEEDED: Labels and plastic sunglasses

DESCRIPTION OF ACTIVITY:
Six students are arranged in a circle. Each student is given a label. The person can't see his/her own label. The label also describes the reaction of the group to the person. Give the group a task: plan a trip (or another appropriate situation). Make labels. Taping the labels on student's plastic sunglasses is a fairly secure method.

Suggestion for labels:

LONER - Ignore this person
THE BRAIN - Put this person down
CLOWN - Laugh at what this person says or does
LEADER - Let this person know that you are listening
COOL - Agree with everything this person says
NERD - Make fun of this person and what he/she says

Give the group about five minutes to role-play. Ask each member to share how people treated him/her. How did they feel? What did they think their label was?

REMEMBER: IT IS BEST TO POINT OUT AFTERWARDS THAT THE STUDENTS WERE ONLY PLAYING A ROLE AND THAT IS NOT THE WAY WE ACTUALLY SEE THE STUDENT WHO PLAYED HIS/HER ROLE.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Compassion

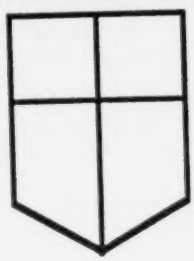
TAAS:
Reading: Objective 4, Objective 5

SELF-RELIANCE
(Identity)

"You are unique, and if that is not fulfilled, something has been lost."

RESOURCES NEEDED: Name books, paper, markers

DESCRIPTION OF ACTIVITY:
Ask students to draw a shield similar to the one located below. Divide the shield into four quadrants. In quadrant one, have students look up the origin and meaning of their first name. Have students write their name/origin/meaning in quadrant one. In quadrant two, have students illustrate an important goal in their life. In quadrant three, have students illustrate someone who has influenced their life in a positive way. In quadrant four, have students illustrate a hobby, achievement, or an accomplishment. Have cut out the shield and display them around the room. When all shields are posted, discuss what students have illustrated on the shields. Try to note or discuss something from each shield.



ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Compassion, Perseverance

TAAS:
Reading: Objective 1

PARENT AND HOME ACTIVITIES

Dear Parents,

This month your child will participate in activities designed to develop Self-Reliance. For the purpose of Character Education, self-reliance is defined as follows: Students will believe in their own self-worth and learn to rely on their strengths. Students will also demonstrate knowledge of their skills, abilities, and impression on others.

The support of the home, school, and community will ensure the success of Character Education. Your participation will demonstrate to your child the importance of being a good citizen.

Here are activities you can do at home.

- Affirm that each family member is important. Have each member of the family explain why other family members are special. Recognize contributions made by all family members.
- Have your child interview you about important family events to find out what they remember. They might include events or interesting stories about how your family members tackled problems and challenges.
- Make a list of words or phrases used in the family to show happiness, anger, love, and other feelings. Then make another list showing things you might do or say to help other members of your family feel happy.
- Set aside a place where each child can display work that exemplifies their best or favorite.
- When viewing a movie or television show, call attention to ways characters within the show display self-reliance. Explain how self-reliance enables the character to use inner resources or demonstrate his/her skills and abilities.
- Teach your child your hobby or participate in your child's hobby.
- Discuss practices and customs in your family's culture. Discuss changes that may have occurred in those practices between past and present generations.

Your cooperation and assistance will be appreciated.

SELF-DISCIPLINE
(Time Management)

"Why do I never have the time to do certain things and always find the time to do others? It's really very simple. What I value, I do."

RESOURCES NEEDED: Wheel of Life (attached)

DESCRIPTION OF ACTIVITY:
Discuss with the students how they can learn to manage time wisely. Give each student a wheel of life. Students will then fill in the number of hours spent on each activity listed. Next the student will color in the number of hours for each activity. A single slice equals I hour. After the student has analyzed their wheels, they can develop plans to discipline themselves so that they use their time more productively.

SUGGESTED APPLICATION:
Have students analyze and compute the percentage of time spent eating, resting, recreation, and studying (including school time).

Have students color in a wheel of life showing how they might better spend their time in order to accomplish their goals.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Responsibility, Perseverance

TAAS:
Math: Objective 11, Objective 12, Objective 13
Reading: Objective 5

WHEEL OF LIFE

How I Spent My Day

Hours spent SLEEPING: _____

Hours spent at SCHOOL: _____

Hours spent on HOMEWORK: _____

Hours spent with FRIENDS: _____

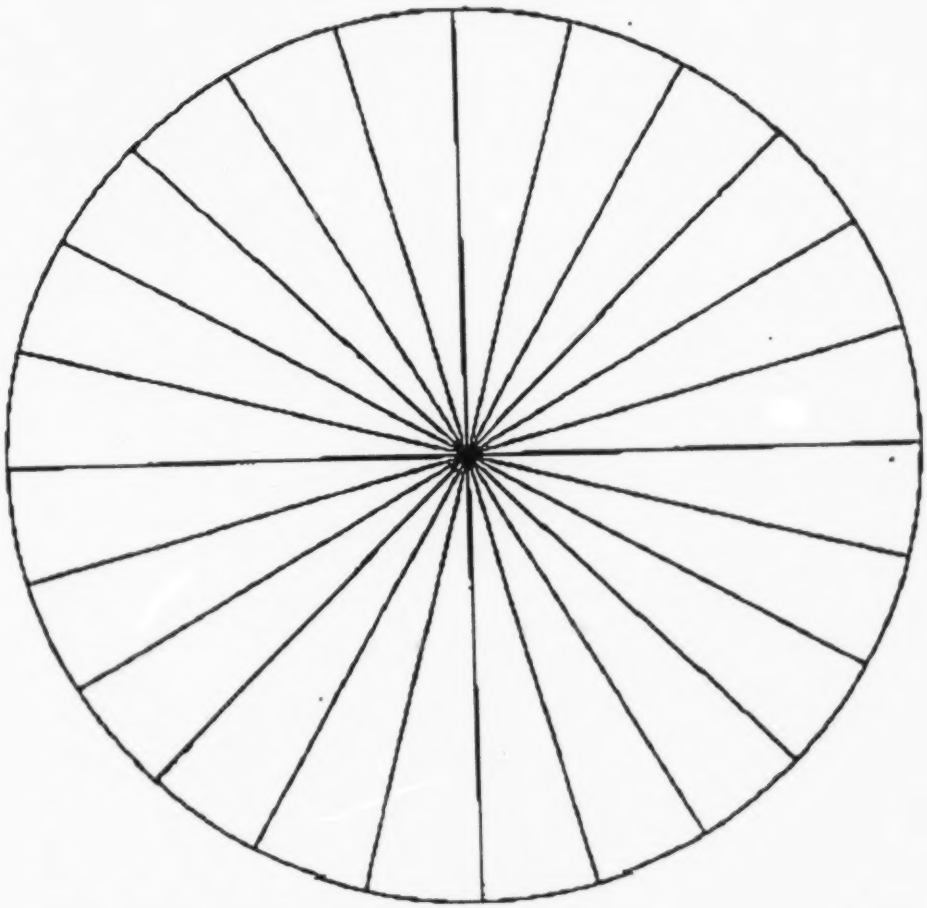
Hours spent on MEALS: _____

Hours spent ALONE: _____

Hours spent on CHORES: _____

Hours spent WATCHING TV: _____

Hours spent doing SOMETHING ELSE: _____
(explain what)



SELF-DISCIPLINE
(Completing Task)

"Plan your work; work your plan."

RESOURCES NEEDED: Self-Discipline Steps Activity Sheet

DESCRIPTION OF ACTIVITY:
Discuss the importance of self-discipline to complete tasks. With the class, define each step on the activity sheet. Emphasize that the lowest steps represent the lowest level of self-control. Have students list their tasks by their numbers on the different steps. Allow students time to discuss their responses in small groups first and then with the class as a whole.

Discuss what type of tasks tend to fall on each step. List any similarities or differences between students responses.

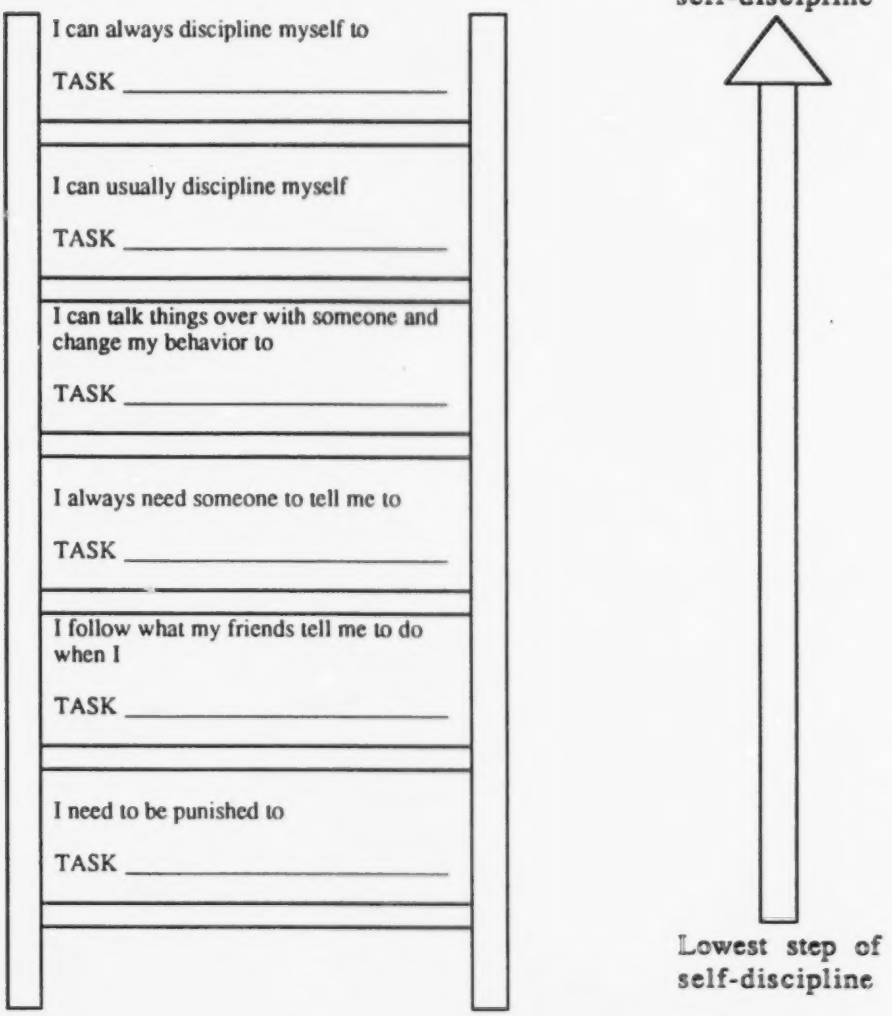
ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Honesty, Integrity, Responsibility

TAAS:
Reading: Objective 5, Objective 6

SELF-DISCIPLINE STEPS

Directions: Look at each step on the ladder. Read carefully over the tasks below. Place the number of each task on the step that best describes how you display self-discipline.


Highest step to self-discipline
I can always discipline myself to
TASK _____
I can usually discipline myself
TASK _____
I can talk things over with someone and change my behavior to
TASK _____
I always need someone to tell me to
TASK _____
I follow what my friends tell me to do when I
TASK _____
I need to be punished to
TASK _____
Lowest step of self-discipline

Tasks:

1. Turn in my homework
2. Clean my room
3. Return incorrect change to store
4. Wash my mom's and dad's car
5. Study for upcoming test
6. Mow the lawn
7. Be alone at home
8. Earn my own money
9. Respect other's property
10. Be helpful to guests

SELF-DISCIPLINE
(Puzzles)

"We can do anything we want if we stick to it long enough."

RESOURCES NEEDED: Activity Sheet: Cooperation Squares

DESCRIPTION OF ACTIVITY:
Brainstorm with class the importance of exerting self-discipline when working together in a group.

Distribute cooperation squares and give designated instructions.

SUGGESTED APPLICATIONS:
Challenge the students to reconstruct the game using a different shape, i.e., a circle. Write math problems as clues on puzzle so that problems appear on one piece and the answers on others.

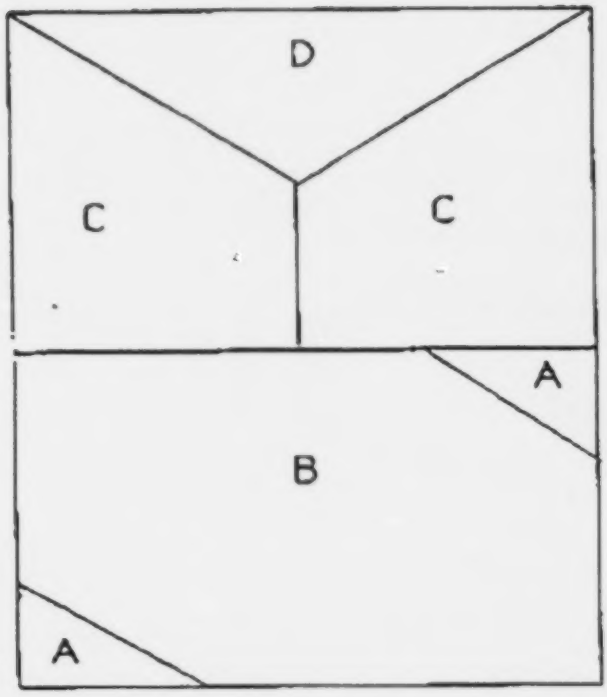
Draw maps of countries or states as clues on puzzles.

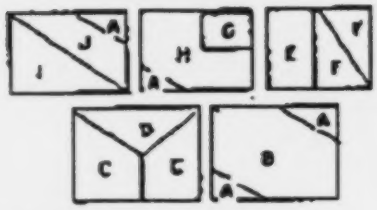
ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Loyalty, Perseverance

TAAS:
Math: Objective 3, Objective 11, Objective 13
Social Studies: Objective 7
Writing: Objective 1, Objective 2, Objective 3, Objective 4

COOPERATION PUZZLES





Divide the puzzle pieces in the following sets:
A, J
A, A, A, C
D, F
B, C, F, G
E, H, I

Organize students in groups of five.

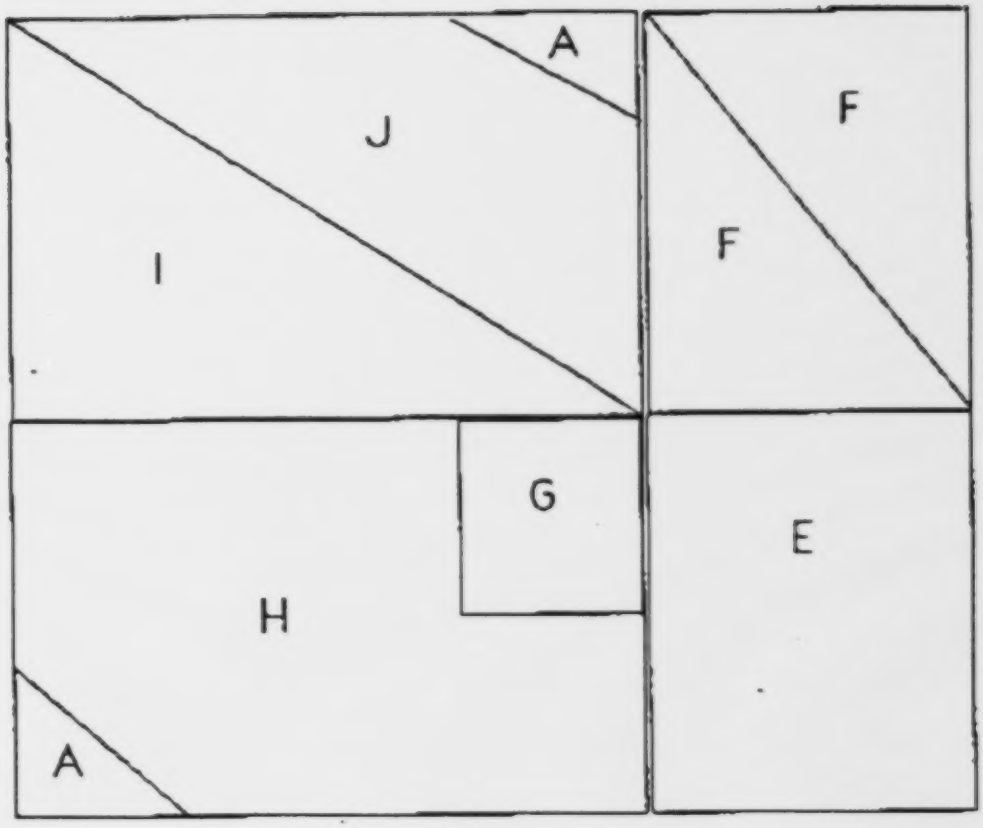
Each student in the group is given one set of puzzle pieces.

Repeat these directions to students:

1. You have the pieces to assemble 5 puzzles. When the puzzles are assembled the letters will be visible.
2. You may not talk to one another as you work.
3. You may not take a piece away from another student.
4. You may freely offer one of your pieces to another student.

Discussion questions:

1. Was this difficult? Why?
2. What helped you communicate with others?
3. Did someone emerge as a leader?
4. How did you encourage each other?
5. How did you have to discipline yourself to complete the task?


A
J
I
F
F
G
H
E
A

PARENT AND HOME EXTENSION ACTIVITIES

Dear Parents,

This month's component of citizenship focuses on Self-Discipline. Through activities your child will demonstrate positive patterns of behavior and the strength of mental and moral courage to accomplish tasks, manage time, and relate effectively with others.

We feel that your participation is a vital link in our efforts to assist your child in developing a strong sense of self and in preparing him to meet the challenges of our changing society. Listed below are several suggested activities designed to stimulate your child's curiosity and reinforce your family's beliefs as they relate to self-discipline:

- Share with your child a personal goal you have such as reading more books, getting more exercise, losing weight, stopping or reducing the amount you smoke, participating in volunteer work, repairing an item, cleaning out a closet, etc. Explain how self-discipline is an important factor needed to achieve your goal.

- When viewing the highlights of a sporting event on the news or reading about a sports figure, explain how self-discipline played a vital role in that person's success. Identify the sacrifices that athlete made and the amount of hard work he or she has invested in order to "be the best."

- Praise your child for exhibiting self-discipline in various ways, such as limiting the amount of time he/she watches television, saving money, eating nutritious snacks as opposed to junk food, starting homework without being prodded, etc.

- Identify individuals in various fields who are leaders you admire in business, education, social services, industry, civic or other community areas. Include persons that have defied the odds against them. Discuss the choices and sacrifices these people made in the process of attaining these goals. Emphasize how the individual's self-discipline aided them in the achievement of their goals.

- Have your child identify times when he/she has been able to exercise self-discipline at home, school, and in the community. Use this opportunity to reinforce your belief in the child's ability to be self-disciplined and to encourage further progress.

- Explain how ads are designed to get us to purchase items that we might not need. Discuss how it is important to have self-discipline and not be swayed by what advertisers say.

- Discuss and emphasize the importance of having self-discipline when faced with issues concerning the use of drugs, such as tobacco, alcohol, and illegal drugs.

We appreciate your continued involvement in your child's education.

INTEGRITY
(Situation Slips)

"Discipline yourself, and others won't have to."

RESOURCES NEEDED: Situation Slips (Attached)

DESCRIPTION OF ACTIVITY:
Brainstorm with the class the meaning of personal integrity. Divide the class in groups of 5 and place situations in an envelope that require the students to practice integrity. Examples of suggested situations are attached. Students will pull slips from envelopes and discuss positive ways to handle the situation. A recorder will present the solutions to the entire class at the end of the allotted time.

Pupils may take situations home and let parents respond with how they would act.

SUGGESTED APPLICATIONS:
Drama improvisations

Construct a collage of people who exhibit personal integrity.

Examples: Athletes, musicians, students graduating, people coming from modest means and reaching great heights; General Colin Powell, President Abraham Lincoln, Henry Ford, Thomas Edison, former Texas Governor Ann Richards, etc.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Self-Reliance, Honesty, Self-Discipline, Responsibility

TAAS:
Social Studies: Objective 9, Objective 10

INTEGRITY - SUGGESTED SITUATIONS

1. SOMEONE CUT IN FRONT OF ME IN LINE.
2. SOMEONE WENT INTO MY LOCKER AND REMOVED GYM SHORTS.
3. SOMEONE BUMPED INTO ME AND KNOCKED BOOKS IN THE HALL.
4. SOMEONE STOLE MY SCIENCE LAB ASSIGNMENT.
5. SOMEONE IS STARTING A RUMOR ABOUT ME.
6. SOMEONE BORROWED MY FAVORITE VIDEO AND WILL NOT RETURN IT.
7. A BULLY IS EDGING ON A FIGHT.
8. SOMEONE IS TAMPERING WITH MY PROPERTY (SCHOOL LOCKER).
9. WHAT WILL IT TAKE TO RAISE/IMPROVE MY GRADES.
10. I WANT TO BE A DRILL TEAM MEMBER OR STARTING FOOTBALL PLAYER.

INTEGRITY
(You're the Boss)

"There is no substitute for honesty, and no real excuse for dishonesty."

BRAINSTORM AND DISCUSS: What is integrity? What are the qualities of integrity? (personal/workplace) What codes of conduct measure your integrity for success?

DESCRIPTION OF ACTIVITY:
Ask the students to identify their favorite store. Tell them to pretend that they are owners of that store. What kind of people would they hire to work for them? How important is honesty in deciding who to employ?

Put the students in small groups of four or five and ask them to discuss the qualities they would look for in a possible employee. Have them share and compare notes with the other groups.

SUGGESTED APPLICATIONS:
Have the students write skits involving an interview with a store owner and an applicant. Ask them to role play.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Justice, Loyalty, Honesty

TAAS:
Writing: Objective 1, Objective 2, Objective 3, Objective 4

INTEGRITY
(Integrity in Advertising)

"The pure and simple truth is rarely pure and never simple."

RESOURCES NEEDED: Ads from magazines and newspapers

DESCRIPTION OF ACTIVITY:
Integrity in advertising continues to be a problem in multi-media information. Gather examples from newspapers, magazines, and television in order for students to review previous criteria for integrity. Students should work to improve ads from magazines, newspapers, and television that show bias and lack of integrity.

Have students write a new ad which gives concrete, factual information and demonstrates integrity.

ADDITIONAL CREATIVE APPLICATIONS ARE ENCOURAGED

RELATED COMPONENTS: Honesty, Justice

TAAS:
Reading: Objective 5, Objective 6
Writing: Objective 5, Objective 6, Objective 7

PARENT AND HOME EXTENSION ACTIVITIES

Dear Parents,

During this month of Character Education your child will be discussing Integrity. Students will understand the importance of adherence to a code of conduct necessary for successful performance in the workplace and in their personal lives.

Listed below are activities which will reinforce integrity and will offer opportunities for you to become involved in your child's education.

- Identify specific adults that exhibit integrity, and how they conduct themselves in their personal lives as well as the workplace.
- Discuss the positive traits of integrity and the consequences of not exhibiting these traits.
- Discuss major characters found in comic strips, plays, and television shows you read or watch with your children. Ask your child which characters exhibit integrity. Ask them to explain their reasons. Guide them to identify characteristics or qualities that demonstrate whether the character has integrity or not.
- Have each family member complete the sentence: I have integrity because _____."
- Discuss how a person's integrity could be tarnished by acts of dishonesty.

Your cooperation in this effort is greatly appreciated. We appreciate your continued support for Building Good Citizens for Texas throughout the school year. We encourage to reinforce these citizenship components throughout the summer.

RESOURCES

Bennett, W. (1993). *Book of virtues*. New York: Simon & Schuster.

Canfield, J. & Hanson, M. (1993). *Chicken soup for the soul*. Deerfield Beach, FL: Health Communications, Inc.

McCarty, M. (1993). *Acts of kindness*. Deerfield Beach, FL: Health Communications, Inc.